Title of Instructional Materials: Math Expressions (Houghton Mifflin Harcourt)

Grade Level: Grade 2

Summary of Math Expressions

Overall Rating: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Teacher's edition was difficult to navigate. Traditional. Good job of problem solving.	Important Mathematical Ideas: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Geometry was limited.
Skills and Procedures: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:** Limited instructional materials for some concepts.	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☒ Strong (3-4) **Summary / Justification / Evidence:**

1. Make sense of problems and persevere in solving them.	
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

2. Reason abstractly and quantitatively.	
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

5. Use appropriate tools strategically.	
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

6. Attend to precision.	
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 °— 8 equals the well-remembered 7 °— 5 + 7 °— 3, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2 °— 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

8. Look for and express regularity in repeated reasoning.	
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x2 + x + 1)$, and $(x - 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
Summary / Justification / Evidence:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Two-step story problems, choosing the method to solve
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Operations and Algebraic Thinking*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.OA.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** arrays
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.1a**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.1b**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** nothing greater than 200
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** only counted up to 100
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** no comparisons of addition and subtraction
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.5**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** did not specifically mention properties
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** only saw up to 4 one-digit numbers
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.7**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.8**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** except in enrichment, mental math not evident
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Number and Operations in Base Ten*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.NBT.9**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** not a lot of depth
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Didn't find estimation.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.4**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** meters, decimeters, centimeters
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☒3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.5**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** found story problems, but not where measurements of lengths were specifically addressed
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☒1 ☐2 ☐3 ☐4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.6**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Number line to add and subtra ct
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.7**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Timed to five minutes.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.8**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** pennies, nickels, dimes, quarters, $
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.9**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** pictographs, bar graphs, tables
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Measurement and Data*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.MD.10**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** very thorough
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.1**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** flips, turns, etc.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.2**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:** Only in measurement chapter
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☒2 ☐3 ☐4

Domain: *Geometry*	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
Standard: **2.G.3**	Important Mathematical Ideas: ☐1 ☐2 ☐3 ☐4 Skills and Procedures: ☐1 ☐2 ☐3 ☐4 Mathematical Relationships: ☐1 ☐2 ☐3 ☐4
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	**Summary / Justification / Evidence:**
Indicate the chapter(s), section(s), and/or page(s) reviewed:	**Overall Rating**: ☐1 ☐2 ☐3 ☒4

2nd Houghton Mifflin

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

2nd grade

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

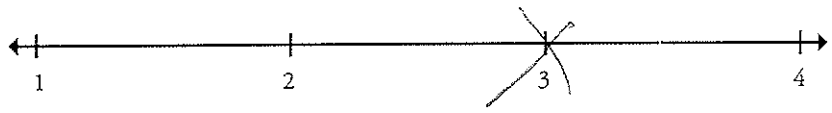
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 1, 2, 3, 7, 9, 13, & 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

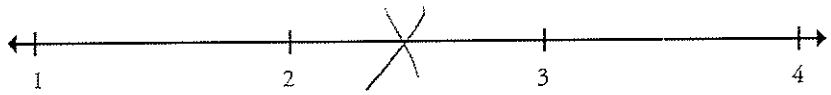
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 2, 4, 6, 10, 12, & 13

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

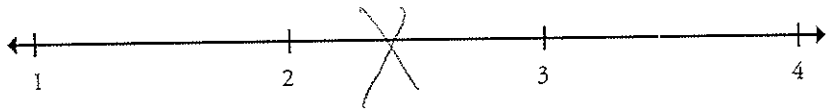
Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1-4, 7, 9, 11, & 13

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

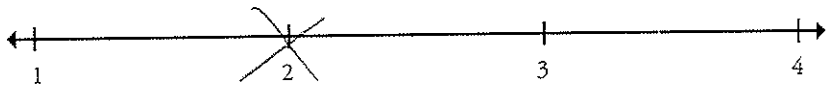
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 1, 3, 5, 7, 9, 11, 13 & 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

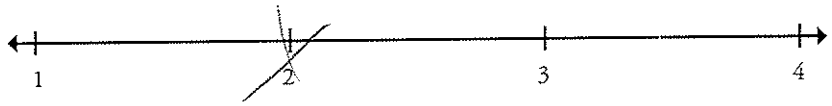
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 2, 3, 5, 6, 8, 9, 12, + 13

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: MVL Expressions

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Unit 1, 2, 5, 6, 8, 10, 12, & 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

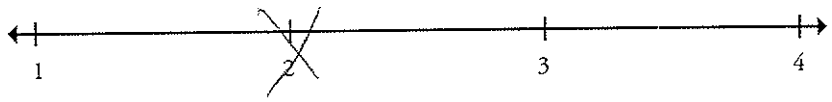
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 1, 2, 3, 6, 7, 9, 11, 12, & 13

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

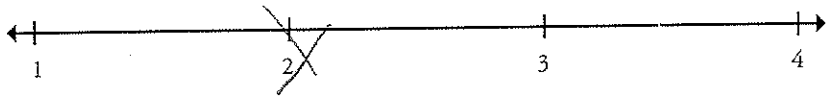
Indicate the chapter(s), section(s), or page(s) reviewed.

Units 1, 3, 4, 6, 8, 9, 10, 12, & 14

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

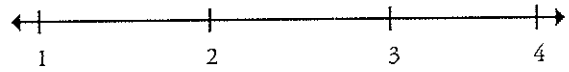
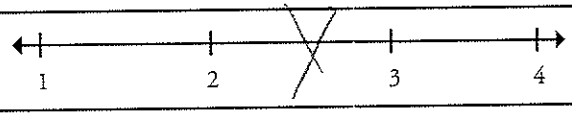
Overall Rating



Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

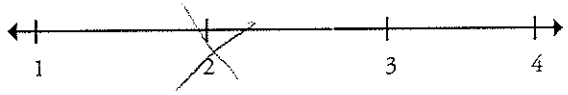
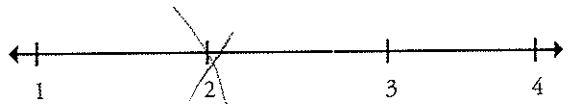
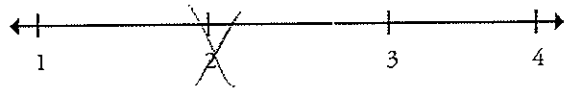
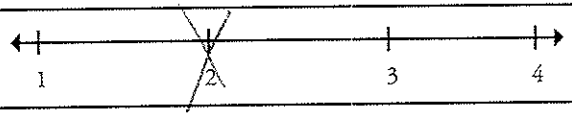
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 1 + 2	Important Mathematical Ideas Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

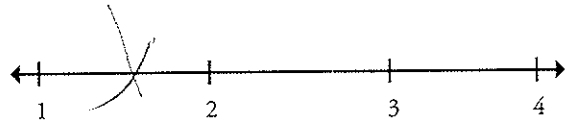
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Add and subtract within 20.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.OA.2 Fluently add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers. 1 See standard 1.OA.6 for a list of mental strategies. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 2, 3, 4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

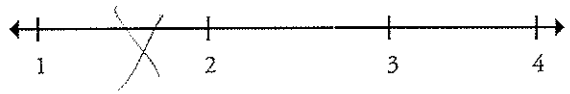
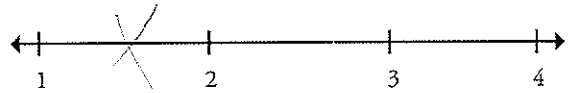
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 5	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

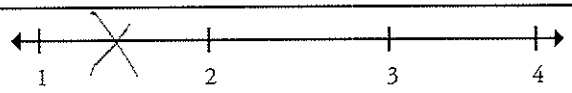
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 13	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.1a 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 5	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

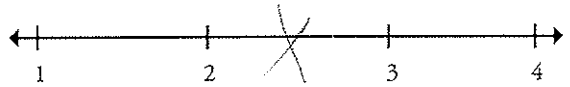
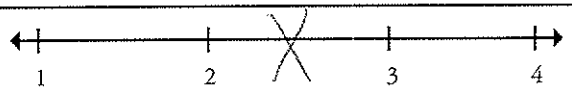
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 5, 10, & 11	Important Mathematical Ideas: 1 X 2 3 4 Skills and Procedures: 1 X 2 3 4 Mathematical Relationships: 1 X 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating: 1 X 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

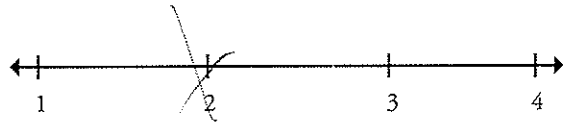
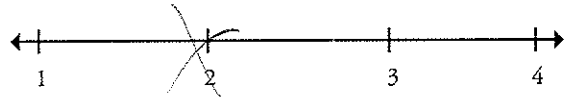
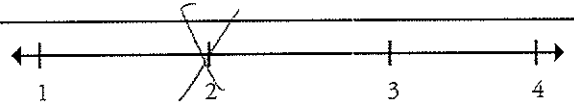
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures  1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Units 5, 11, 13, + extension lessons	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating  1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

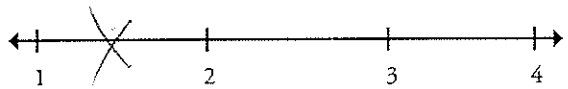
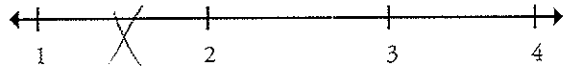
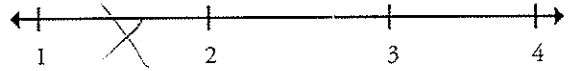
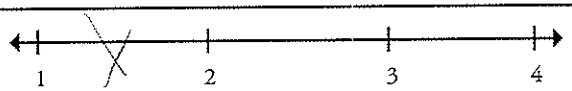
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** units 5, 11, + 13	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

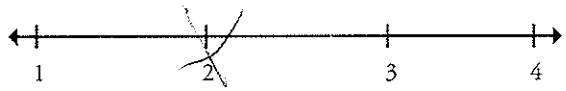
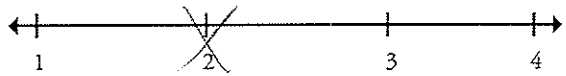
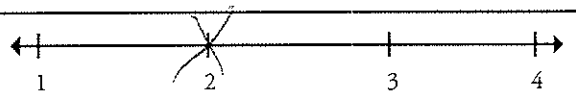
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** limited instructions Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 1, 3, 4 5	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 1, 2, 4	Important Mathematical Ideas Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

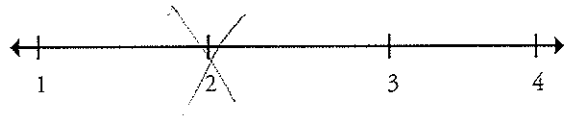
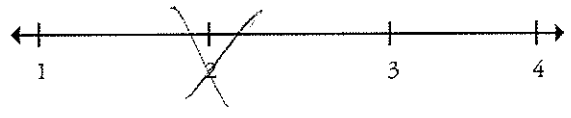
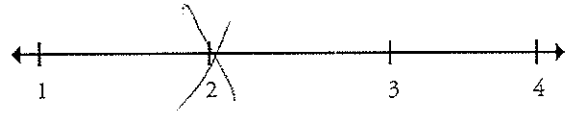
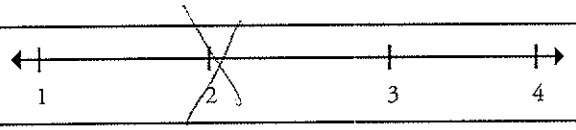
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 9, 10, & 11	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

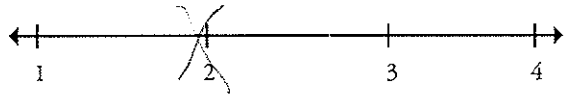
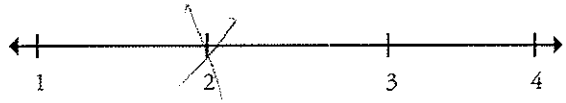
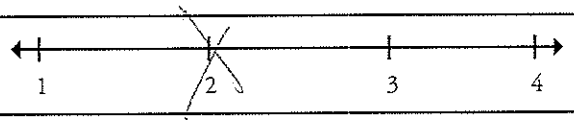
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 10 + 11	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

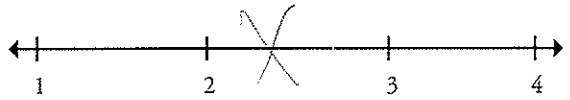
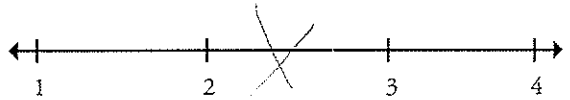
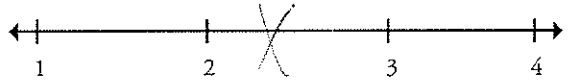
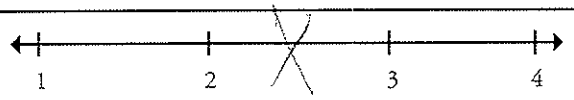
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] 1 Explanations may be supported by drawings or objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Units 2, 4, 5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

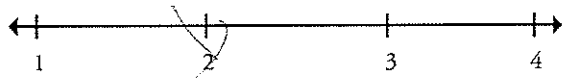
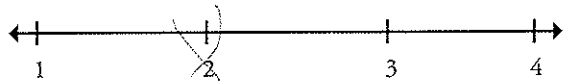
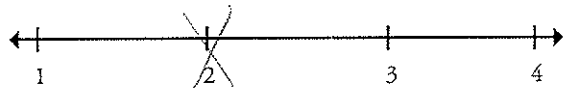
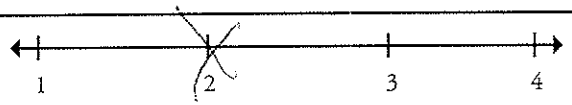
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 14	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

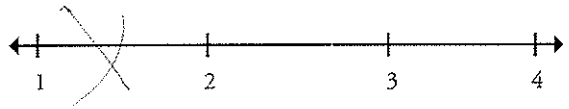
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 14	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

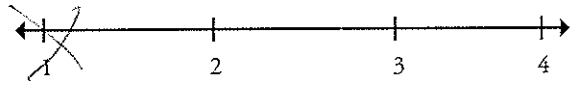
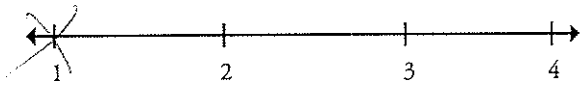
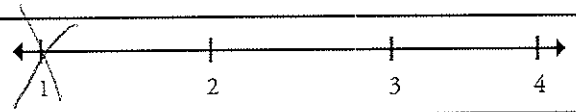
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 14	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

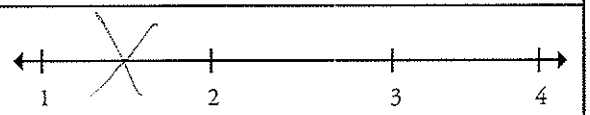
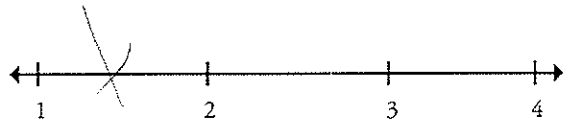
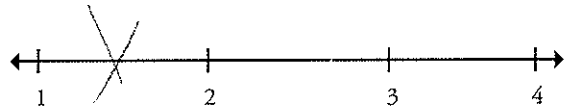
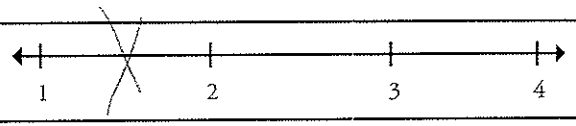
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 14	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

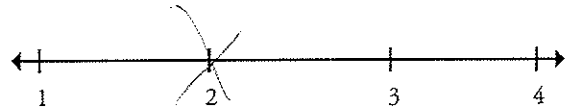
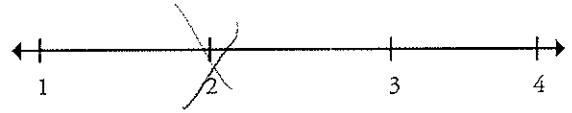
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 5	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

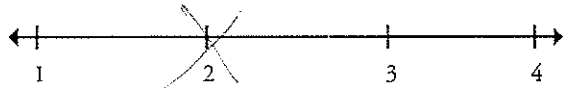
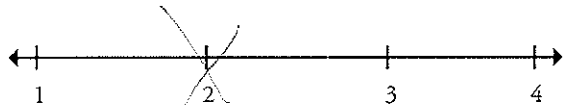
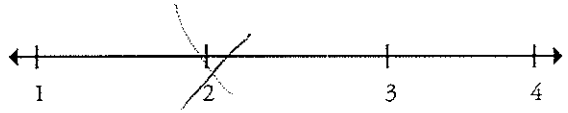
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 1, 3, 5	Important Mathematical Ideas Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

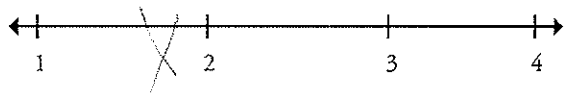
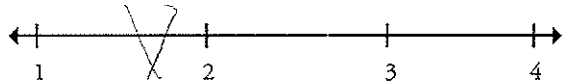
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 6	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

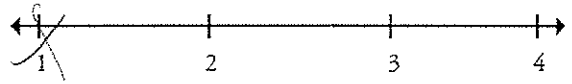
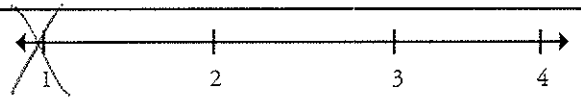
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 6 + 8	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

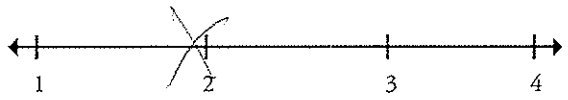
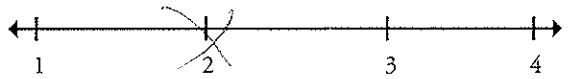
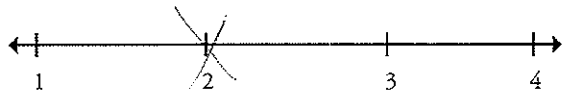
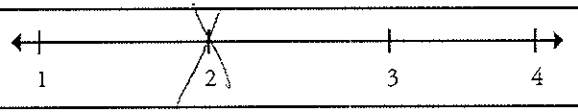
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** None Not checked	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

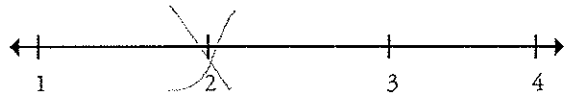
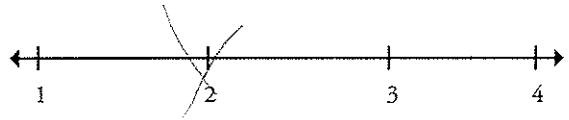
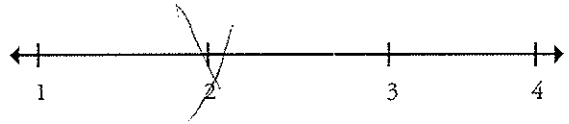
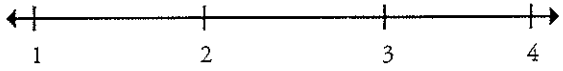
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph. 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 7	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

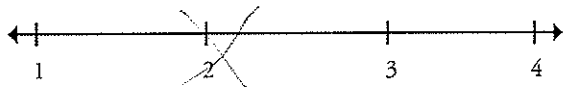
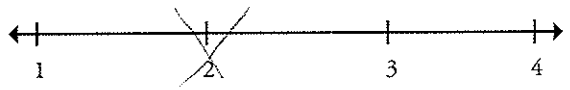
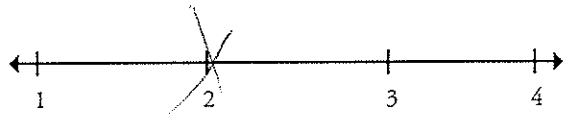
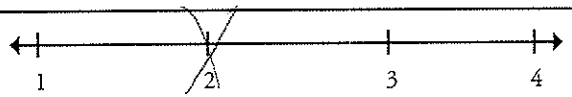
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 1 Sizes are compared directly or visually, not compared by measuring. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 2, 3, 4	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

Title of Instructional Materials: Math Expressions

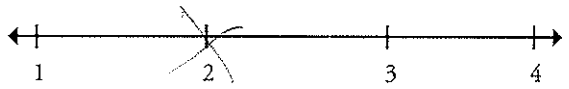
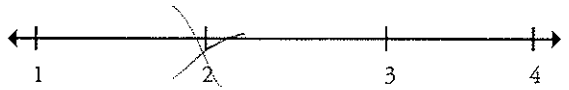
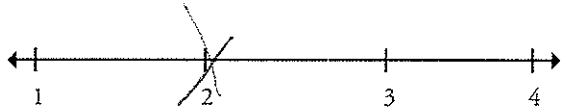
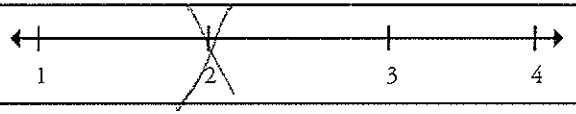
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 10	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: [redacted]

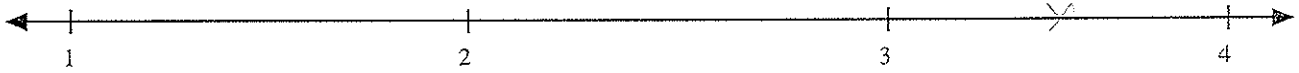
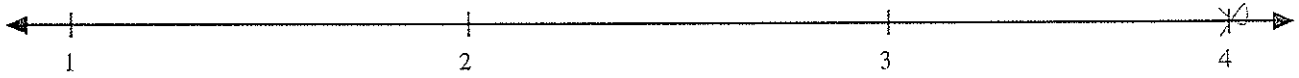
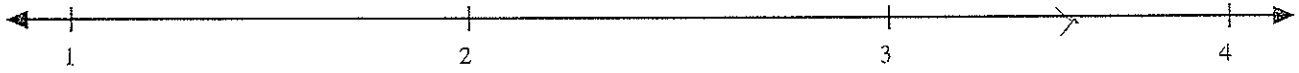
Title of Instructional Materials: Math Expressions

MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Unit 13	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

multiple approaches q 2

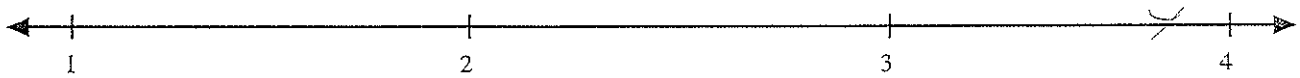
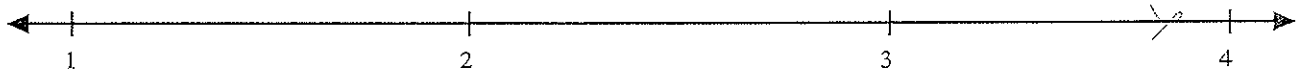
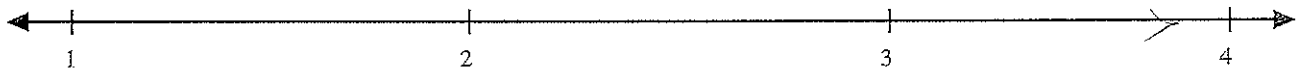
Important Mathematical Ideas: Understanding the scoring

	Superficially Developed ← → Well Developed	
Development		Important mathematical ideas are alluded to simply or are missing, approached primarily from a skill level, or provided for students outside any context. / Important mathematical ideas are evident, conceptually developed, and emerge within the context of real-world examples, interesting problems, application situations, or student investigations.
Connections		Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas). / Important mathematical ideas are developed by expanding and connecting to other important mathematical ideas in such a way as to build understanding of mathematics as a unified whole.
Rigor and Depth		Important mathematical ideas are applied in routine problems or in using formulated procedures, and are extended in separate / optional problems. / Important mathematical ideas are applied and extended in novel situations or embedded in the content, requiring the extension of important mathematical ideas and the use of multiple approaches.

Skills and Procedures:
Understanding the scoring

	Superficially Developed ... Well Developed
Development	1 — 2 — 3 — 4 Skills and procedures are the primary focus, are developed without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical ideas are adjunct. Skills and procedures are integrated with important mathematical ideas and are presented as important tools in applying and understanding important mathematical ideas.
Connections	1 — 2 — 3 — 4 Skills and procedures are treated as discrete skills rarely connected to important mathematical ideas or other skills and procedures. Skills and procedures are integrated with—and consistently connected to—important mathematical ideas and other skills and procedures.
Rigor and Depth	1 — 2 — 3 — 4 Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill. Skills and procedures are critical to the application and understanding of important mathematical ideas, and are embedded in problem situations.

Mathematical Relationships: Understanding the scoring

	Superficially Developed ← → Well Developed
Development	 Mathematical relationships are not evident, and mathematics appears as a series of discrete skills and ideas. ... Mathematical relationships are evident in such a way as to build understanding of mathematics as a unified whole.
Connections	 Mathematical relationships are not required of students or are used primarily to provide a context for the practice of skills or procedures — words wrapped around drill. ... Mathematical relationships are integrated with important mathematical ideas, and are integral in required activities, problems, and applications.
Rigor and Depth	 Mathematical relationships require the use of skills and procedures, but rarely require the use of any important mathematical ideas or connections outside mathematics. ... Mathematical relationships require the broad use of mathematics and integrate the need for important mathematical ideas, skills, and procedures, as well as connections outside mathematics.

#5 and 5¢ 10¢ and 10¢ break apart 9 8 1 7 7 2 etc

[illegible]

+ and subtract using 10 → use dimes & pennies

line to add & subtract (cancel)

< > 3 addends doubles

ordering perimeters of ⊔ : □□ △ sq, □, △ perimeter classify △

cm

change minus & change plus story prob.

Choose a method to add & subtract * 2 step story prob

+ 2-digit + 1-digit 2-digit add. w/ perimeter

odd/even same more fewer

patterns 1¢ 5¢ 10¢ 25¢ $1

time to 5 min elapsed time calendars

pictographs tables bar graph circle

quadrilaterals, mid pts

1 slides flips turns area count sq units

3-digit to 1000 symmetry model division

arrays for counting by 5 etc → mult

3-D meter, dc, cm fractions

prob. — spinners, dice etc

I used the CCSSM given By the Company to evaluate each Standard — Very weak ... Many times as incomplete

INDIANA'S EDUCATION ROUNDTABLE 2010

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

TE's very Confusing — TOO much Stuff !

Grade 2

Houghton Mifflin Harcourt

a project of
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of
The Indiana Education Roundtable, The Indiana Department of Education,
and
The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

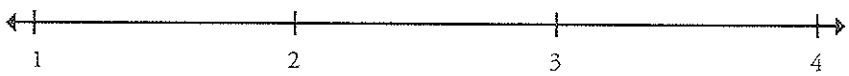
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: _____

Title of Instructional Materials: _____

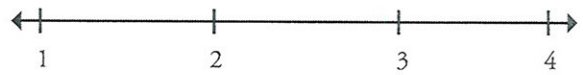
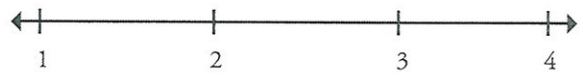
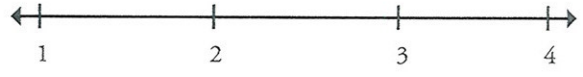
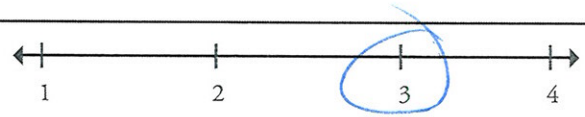
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] Counting on Ch 1 lesson 9 p. 59 Ch 1 lesson 10 p. 71 also 1-13 1-15 1-14 1-20 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** all numerical do not see story problems in worksheets only in Teacher Dialogs of TE for Differentiated instruction etc.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 ✓ 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Add and subtract within 20.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.2 Fluently add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers. 1-19 pg 61-67 in Student Book 1-20 1-21 -122 1 See standard 1.OA.6 for a list of mental strategies. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Sections provide activities. in lots of the enrichment activities	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

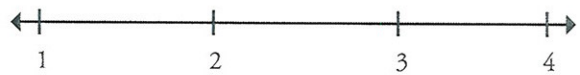
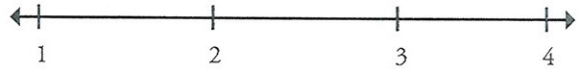
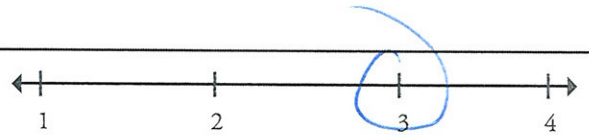
MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. odd & even reviewed But I do not see it being Done via pairing objects or County By 2s **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Ch. 3 Lesson 11 Pg 259	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – OPERATIONS AND ALGEBRAIC THINKING – 2.OA

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. Chapter 13 Lesson 4 pg 973 Lesson 5 p. 979 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

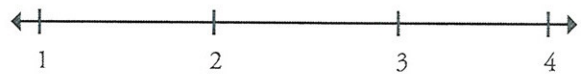
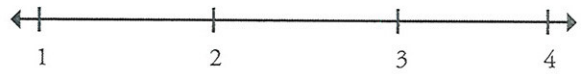
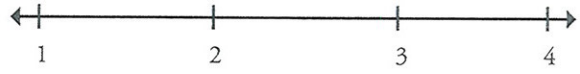
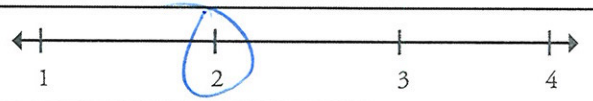
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1a 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." Chapt 5 lesson 1 & 2 focus on tens & ones - nothing greater than 1-100 p. 310-354 **Indicate the chapter(s), section(s), and/or page(s) reviewed.** Lesson 11-2 pg 168 Did Better job than identified lesson from Booklets provided by Company.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

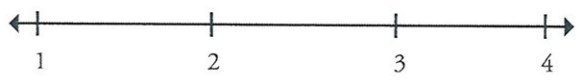
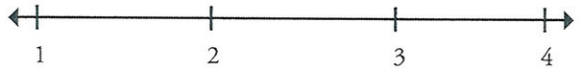
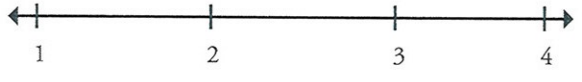
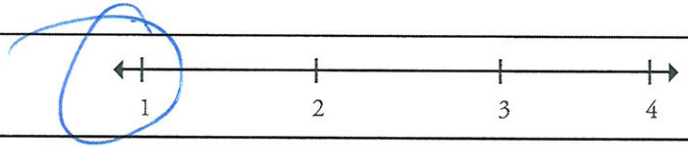
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.1b 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). all chapt 5 lessons 1-3 pgs 310→ dont see Beyond 100 (nothing > 200) **Indicate the chapter(s), section(s), and/or page(s) reviewed.** very weak.	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

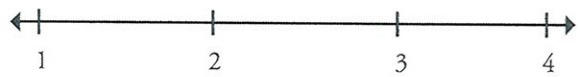
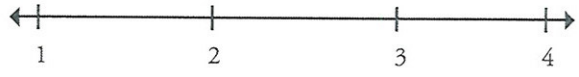
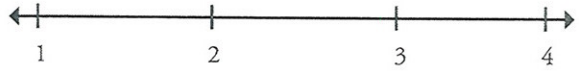
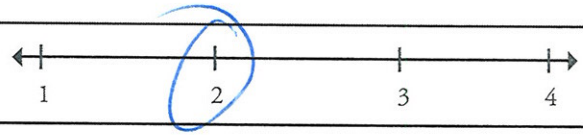
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. Ch 5 lesson 17 pg 415 only counts up to 100 very weak **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

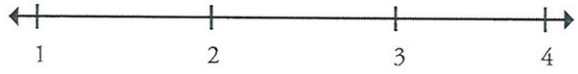
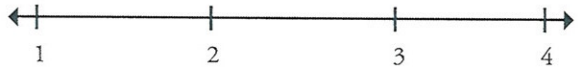
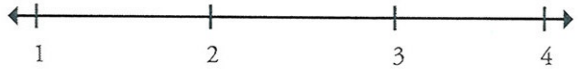
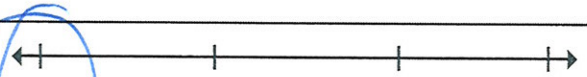
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Ch 5 lesson 1-3 - #'s to 200 (pg 309) Nothing Beyond 200 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

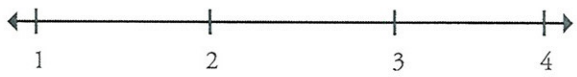
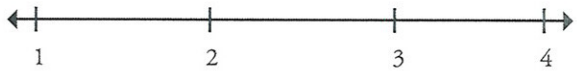
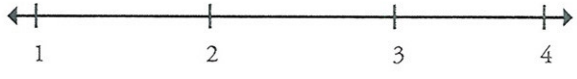
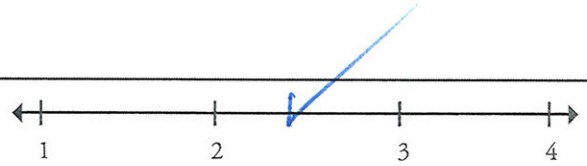
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** lesson 11.9 according to chart – 3 ~~digit~~ digit +/- – But did not see any comparisons	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

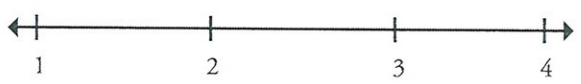
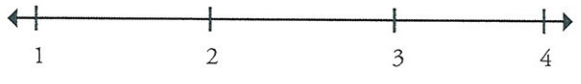
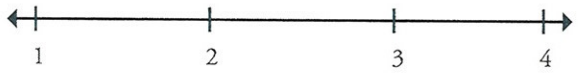
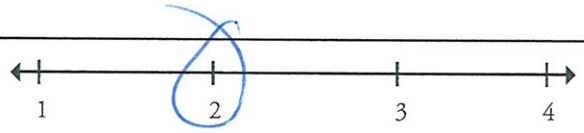
MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. lesson 1.3 1.6 1.16 1.22 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 1.3, 1.6, 1.22 Only saw up to 4 1 digit #s. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 9.7 9.11 9.13 Did not see #s over 200 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. only done in enrichments **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – NUMBER AND OPERATIONS IN BASE TEN – 2.NBT

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] 9.5 9.8 9.6 9.13 9.7 9.15 1 Explanations may be supported by drawings or objects. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

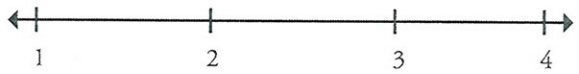
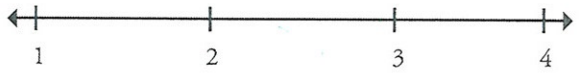
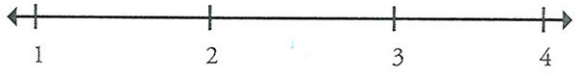
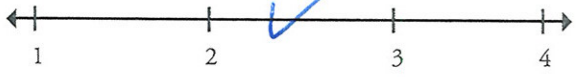
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 14.2 p. 1047 14.3 p. 1053 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 14.1 14.2 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

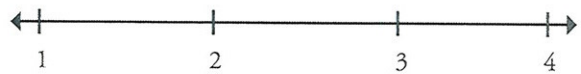
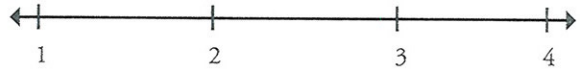
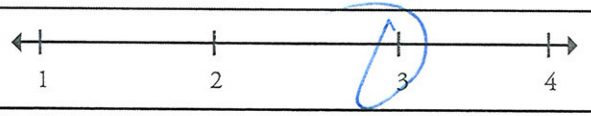
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 14.2 p. 1047 Uses measurement but don't see estimation **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

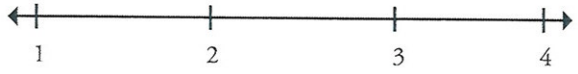
Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 14.2 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

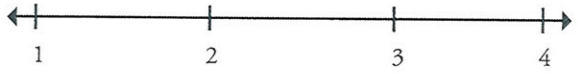
Reviewed By: _____

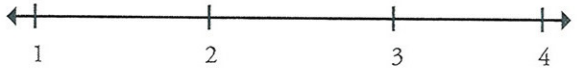
Title of Instructional Materials: _____

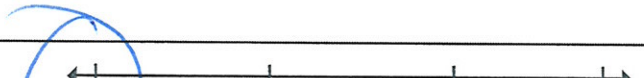
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. 1.20 – story problems But not ~~[illegible]~~ measurement of lengths ??? **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4





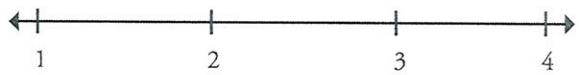
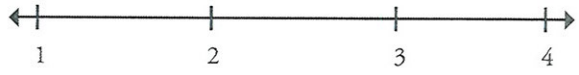
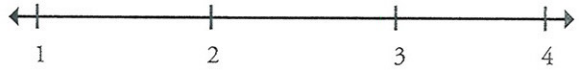
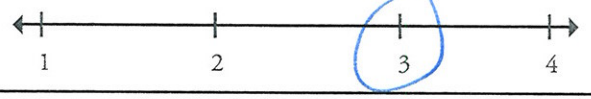




Reviewed By: _____

Title of Instructional Materials: _____

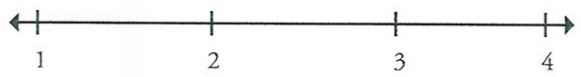
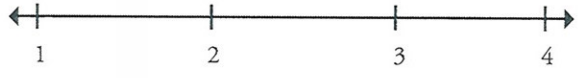
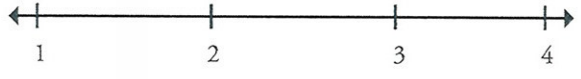
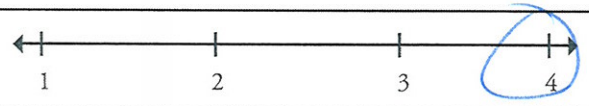
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. lesson 1.17 pg 117 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

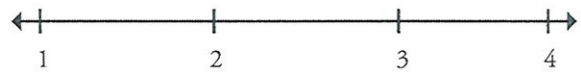
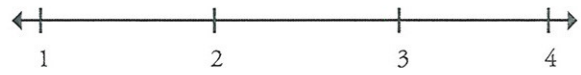
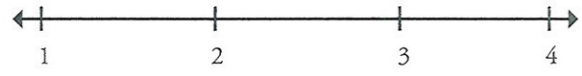
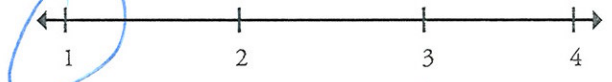
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 6.1 p. 445 6.2 p. 453 6.3 p. 459 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* dont find **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

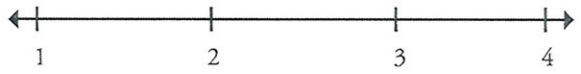
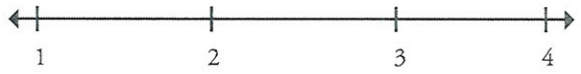
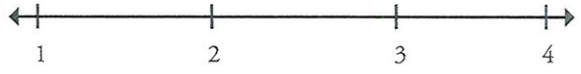
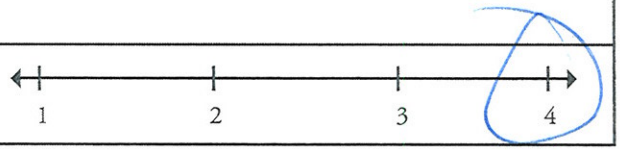
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. don't find **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 1 2 3 4

Reviewed By: _____

Title of Instructional Materials: _____

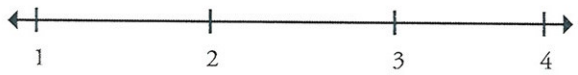
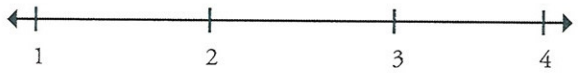
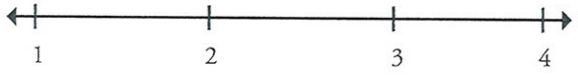
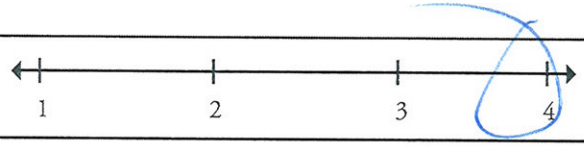
MATHEMATICS: GRADE 2 – MEASUREMENT AND DATA – 2.MD

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph. 7.8 p.527 7.9 p.533 7.10 p.539 7.13 p.557 1 See Glossary, Table 1. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

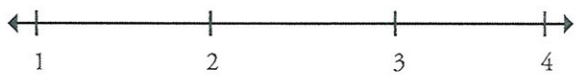
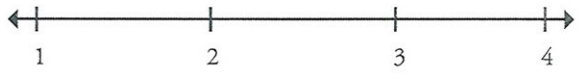
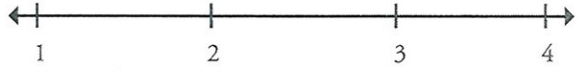
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 13.9 p. 1003 also lesson 7.5 7.16 1 Sizes are compared directly or visually, not compared by measuring. **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

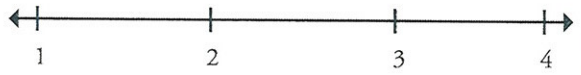
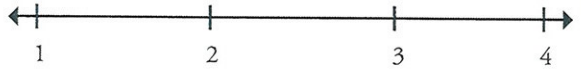
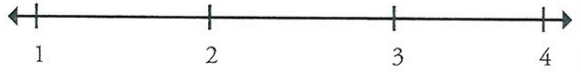
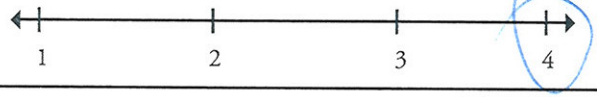
MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 10.5 p. 745 in measurement only **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By: _____

Title of Instructional Materials: _____

MATHEMATICS: GRADE 2 – GEOMETRY – 2.G

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 3.9 p.1003 **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary / Justification / Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Overall Rating